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ABSTRACT

This final report describes the Multi-Agency Project for Preschoolers (MAPPS), a project recognized as exemplary by the National Diffusion Network of the U.S. Department of Education. The Project's primary purpose was to assist states (Utah, Idaho, and Wyoming) in addressing the needs of infants and preschool children with handicaps and their families. The outreach model utilized a flexible model of training and technical assistance and a core developmental curriculum, the Curriculum and Monitoring System (CAMS). The Project stressed a child-centered focus for growth and development and a family-centered service delivery approach. This report provides information on MAPPS goals and objectives, its conceptual framework, the MAPPS Model (including the demonstration and outreach models and project objectives/timeline for 1992-1993), evaluation findings, impact, and future activities. Extensive appendices include: the MAPPS Needs Assessment instrument; examples of training and technical assistance evaluations; summary of the MAPPS technical assistance evaluations; samples of CAMS assessments, developmental charts, and curriculum sheets; and a sample workshop handout. (DB)

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ED 369 218

Multi-Agency Project for Preschoolers (MAPPS) Outreach FINAL REPORT

Early Education Program for Children With Disabilities
U.S. Department of Education
Funding Period: 1990-1993
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ABSTRACT
Multi-Agency Project for Preschoolers (MAPPS)

Adrienne L. Akers, M.S., R.P.T. Project Director
Daisy Hughes, M.S., R.N. Outreach Coordinator
Vonda Lauritzen, M.S. Technical Assistance Coordinator

The primary purpose of **MAPPS Outreach** was to assist states in addressing the needs of infants and preschool children and their families. As a result of PL 99-457 the responsibility for serving infants and preschoolers with disabilities shifted among state agencies creating many new programs that were in need of early childhood intervention models that are exemplary, yet versatile in their application. One program that developed and disseminated a model proven to be effective for working with infants and preschool children with handicaps is the **Multi-Agency Project for Preschoolers (MAPPS).**

The objectives of MAPPS Outreach were to:

1. Identify the specific training and technical assistance needs in the states targeted for outreach.
2. Improve the skills of personnel who are, or who will, be serving infants and preschool children with disabilities and their families.
3. Implement the **MAPPS** model at sites in Utah, Idaho, and Wyoming.
4. Evaluate data collected from all replication sites to determine outreach effectiveness.
5. Disseminate information and train individuals in the **MAPPS** model and **CAMS** curriculum.

The outreach model utilized a flexible model of training and technical assistance and a core developmental curriculum the CAMS Program. MAPPS incorporates a child-centered focus for growth and development and a family-centered service delivery approach. The **anticipated outcomes** of **MAPPS Outreach** were:

1. to **improve existing services** for infants and preschoolers with disabilities and their families.
2. to assist early intervention and early childhood programs in securing **normalized educational environments** for infants and preschoolers with disabilities.
3. to promote a **family-centered focus** in programs serving children ages birth to three and to facilitate continued **family involvement** in programs for three to five year olds.
4. to serve as catalysts for **local interagency collaboration** in the rural communities receiving **MAPPS** training and technical assistance.

MAPPS has received validation as an exemplary project through the National Diffusion Network of the U.S. Department of Education. This funding provides MAPPS/CAMS training upon request nationwide. The CAMS curriculum is published and marketed through the Utah State University Center for Persons with Disabilities. A two-hour training videotape is also available through Utah State University.

MAPPS PROJECT GOALS AND OBJECTIVES

The Multi-Agency Project for Preschoolers (MAPPS) utilized a family-focused approach for serving infants and preschool children with disabilities or who are at-risk for delay. Collaboration with each child's family in the planning and delivery of services in either a home or center-based setting was a major tenet of the MAPPS model. This model was implemented in a wide variety of settings, such as rural preschools, Head Start programs, regular day care and preschools that integrate delayed children as well as home based and infant programs. MAPPS was particularly successful in mainstreamed settings because its original center-based component was implemented in mainstreamed preschool and day care settings.

The primary purpose of MAPPS Outreach during 1990-1993 was to assist the states of Utah, Idaho, and Wyoming in addressing the needs of preschool infants and children and their families in the most appropriate and cost-effective means possible. As an outreach project, MAPPS coordinated its efforts through each state's lead agencies for serving children with disabilities age birth-through-two and three-to-five to provide training and technical assistance on both state and local levels.

The goals and objectives of MAPPS Outreach focused on:

1. The identification of specific training and technical assistance needs in Utah, Idaho and Wyoming targeted for outreach.
2. The improvement of skills of personnel serving preschool children with disabilities and their families in these states.
3. The implementation of the MAPPS model at specific sites in the identified states.
4. The evaluation of data collected from outreach sites.
5. The dissemination of the MAPPS model and CAMS curriculum.

CONCEPTUAL FRAMEWORK

The responsibility for serving infants and preschoolers with disabilities shifted among state agencies and many new programs are springing up, both as a result of PL 99-457. State and district level school administrators have had to respond to a new population of students with a whole new set of rules and regulations and the accompanying paper trail. Teachers for infants and preschoolers with disabilities are being drawn from a variety of sources and have varied backgrounds. Therefore, a great need exists for educational programs to identify and utilize preschool intervention models that are exemplary, yet versatile in their application.

One program that has developed and disseminated a model proven to be effective for working with infants and preschool children with disabilities is the **Multi-Agency Project for Preschoolers (MAPPS)**. Initially this project was designed to facilitate the efforts of several agencies in identifying and providing intervention services for these children and their families.

The original MAPPS demonstration model was based upon three assumptions:

Assumption 1: In rural, remote areas, parents represent the best available treatment resource for children from birth to three years of age.

Assumption 2: Three to five year old children with disabilities can be mainstreamed into regular preschool programs if they are provided with individualized curricula and a monitoring system.

Assumption 3: Parents and paraprofessionals can be trained to carry out treatment programs if the programs are detailed and precise in nature.

The Multi-Agency Project for Preschoolers (MAPPS) was funded as a regional demonstration project for infants and preschoolers with disabilities in 1974 by the then Bureau of Education for the Handicapped (B.E.H.).

Funding was under Public Law 91-230, Title IV, Part C for a three-year demonstration period. The demonstration part of the project was continued by the Utah State University Center for Persons with Disabilities utilizing Title XX funds. Prior to the development of the MAPPS Project, coordinated services for infants and preschoolers with disabilities were not available in northern Utah. During the first three years, approximately 75 children were served in home-and center-based programs.

Behavioral principles, particularly those implicit in the areas of programmed instruction, provided the foundation of the design and development of the project's curriculum, the CAMS program. The five curriculum areas include cognitive, language, motor, self-help, and social development. The critical skills in each curriculum area were first identified through an exhaustive literature search. They were then critically reviewed by curriculum experts who were knowledgeable in the specific skill areas. Next, the skills were stated as behavioral objectives and were placed in hierarchical order in both developmental levels and complexity. Each step was written with detailed teaching instructions so that the materials could be utilized by persons with varied backgrounds. Comprehensive placement tests were developed to assess the specific skills identified in each family-centered child-directed curriculum area. These assessment measures were developed concurrently with the identification of the objectives for critical developmental skills in all five areas.

Previous Research and Evaluation Findings

Public and professional circles have been supportive of the notion that early intervention is effective in teaching skills that will have a positive impact on a child's later educational experiences. However, reviews of the

research on early intervention (Bronfenbrenner, 1974; Ferry, 1981; Gottfried, 1973; White, Rush & Casto, 1984) have raised questions as to which factors are most effective. Much of the current research is directed at examining specific dependent variables, such as age at start (Bronfenbrenner, 1974; Garland, Stone, Swanson & Woodruff, 1981; McDaniels, 1977), degree of intensity (Lazar, Nipper, Royce & Darlington, 1981; Ramey & Bryant, 1983), and parental involvement (Honig, 1980; Parker & Mitchell, 1980; Simeonsson, Cooper & Scheiner, 1982).

The MAPPS Project was vigorously evaluated during its demonstration phase. The effectiveness of the home-based and center-based intervention programs was documented utilizing both norm- and criterion-referenced tests. The following figures are reproduced from the MAPPS validation document which was reviewed and approved by the Joint Dissemination Review Panel of the Department of Education in June, 1980.

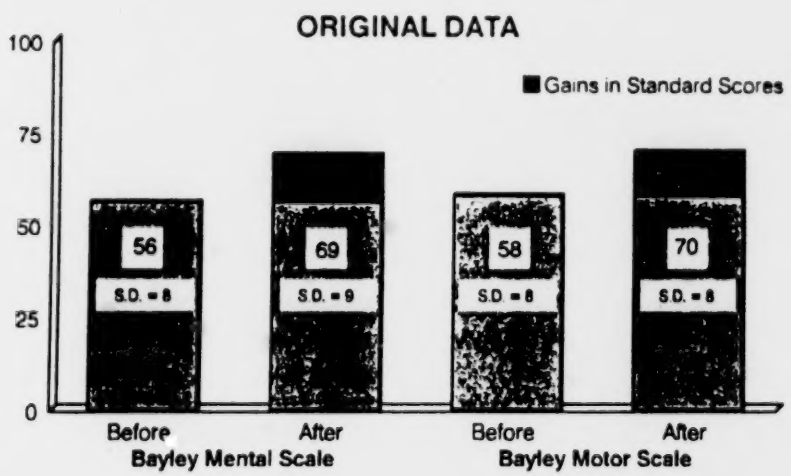


Figure 1. Results of Intervention Program for 60 Children Ages 0-3 on Bayley Scales of Infant Development

From the above figure, it may be seen that the 60 children ages 0-3 had a mean standard score of 56 on the Bayley Mental Scale and a mean standard score of 58 on the Bayley Motor Scale before intervention. After intervention, they had a mean standard score of 69 on the Bayley Mental Scales and a mean standard score of 70 on the Bayley Motor Scales. The pre and post mean differences in standard scores were tested using the t-test for correlated means and found to be significant at the .01 level. Compared with pretest scores, children improved in their area of greatest delays by 21-28 percent on the average.

From Figure 2 it may be seen that the children in the intervention group had mean standard scores of 55 on the PPVT, 58 on the VMI, and 56 on the ACLC, before intervention. Following intervention, they had standard scores of 65 on the PPVT, 69 on the VMI, and 71 on the ACLC. The differences between pre and post mean standard scores were statistically significant at the .05 level.

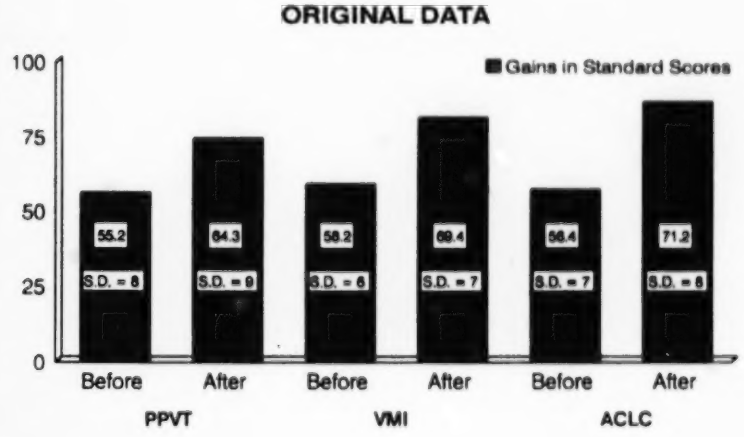


Figure 2. Results of Intervention Program for 60 Children Ages 3-5 on PPVT, VMI, ACLC.

Over the three-year demonstration project period, MAPPS worked with many agencies to stimulate the development and implementation of preschool programs. While performing this catalytic role, it became apparent that an unmet need existed in the intermountain area for inservice training, technical assistance, and comprehensive curriculum materials in the preschool area to further improve agency capability.

During its final demonstration year, the MAPPS Project received requests for training and consultation from 18 diverse agencies in Utah, Wyoming, Idaho and Nevada. The major needs pinpointed by those agencies were: (1) training new personnel required to improve and expand presently available programs, (2) upgrading the skill levels of currently employed personnel, (3) orienting available community resource people to the needs of developmentally disabled preschoolers, (4) working with parents to better meet the needs of their infant and preschool children with disabilities in the home, and (5) providing additional appropriate curricula for use in mainstreaming disabled children in rural, remote areas.

MAPPS continued to provide training and technical assistance as an HCEEP outreach project and continued to evaluate program effectiveness. In 1984, a cooperative study with a home- and center-based program in Medford, Oregon, was conducted as part of a validation study of the CAMS Pre-Academic Program. Using a true experimental design, it provided useful data relating to the effectiveness of the CAMS Pre-Academic Program and the MAPPS model for preschool mainstreaming.

The study sample included 60 preschool children with delays being served in the program who were given the CAMS Pre-Academic Placement Test and the Goodenough Draw-A-Person Test. They were matched by age and CAMS pretest

score, and then randomly assigned to either an experimental or control group condition. The experimental group received one-half hour of instruction twice weekly utilizing the CAMS Pre-Academic Curriculum and the control group received educational activities regularly in the Head Start program use with special needs children. After a 16-week intervention period, all children were posttested using the same measures with the addition of another cognitive measure. The experimental group made significant gains over the control group in this study (Peterson, 1987). The results were reported in January, 1985, as part of the MAPPS revalidation submission to the Joint Dissemination Review Panel, the panel approved the project for a new five year period.

The MAPPS project was validated for a third time for national dissemination by the Program Effectiveness Panel of the U.S. Dept. of Education in 1992. To demonstrate our effectiveness for this review panel, data from longitudinal studies being conducted by the Early Intervention Research Institute at Utah State University was collected from various sites. As part of these studies the MAPPS model and CAMS curricula were used in two intervention programs and an alternative curricula was used in two other programs.

All four programs served low birthweight infants who had serious medical complications, making them candidates for early intervention services. The infants had a variety of medical complications including intraventricular hemorrhage, a common cause of cerebral palsy; respiratory problems, vision and hearing complications.

Staff at two sites used the CAMS curricula with children and their families and implemented the program for two years. Staff at the other two

sites used a different curriculum and also worked with the children and their families for two years.

After two years, the infants receiving the CAMS curricula showed significantly better progress than the infants at the other two sites. Improvements were significant in all of the five CAMS developmental areas.

DESCRIPTION OF THE MAPPS MODEL

The MAPPS model emphasizes both **structure and flexibility.** The model design maintains its overall structure and stability by teaching staff how to conduct a team-based assessment, teach developmentally functional skills, monitor a child's progress, and plan for the child's future service needs. This structure provides a framework for teachers and parents to develop individualized goals and objectives, with specific information of what types of developmental skills the child will be expected to acquire as he progresses. **Diversity, contrast and interest** are promoted, as the MAPPS model's flexibility allows for adaptations which address cultural, philosophical, and educational needs that are family/teacher/site-specific.

The **MAPPS model** has three main components: administration, direct services, and monitoring and support. **The administrative component** assists with child find, screening and assessment procedures, program management and interagency collaboration with other service providers. **Direct services** to children and families consist of working with parents and teachers in specific home- and center-based intervention procedures. The direct services component advocates the development of family-centered care in planning individualized family service plans (IFSP) and individualized educational plans (IEP's) and also helps to identify least-restrictive placements for children. **The monitoring and support component** includes the active involvement of parents

and site staff to assess the effectiveness of their intervention procedures through data collection. Inservice training for staff and parents and family support are also provided.

The Curriculum and Monitoring System (CAMS) is a task analyzed and developmentally sequenced assessment and curriculum that teaches skills normally learned from birth to five years of age. The developmental areas covered by the **CAMS** program are cognitive, language, motor, self-help, and social-emotional skills. **CAMS** is a written in a simple step-by-step manner which facilitates a child's entry into the appropriate area and level of the curriculum and assists teachers, parents and aides to master instructional techniques. However, once entered into the **CAMS** program, flexibility in the curriculum allows the child to progress at his/her own rate, utilizes materials relevant to the child's environment and culture, and allows for instructions to be given in the child's native language.

MAPPS Demonstration Model

Staff Activities and Instructional Approach for Children Birth Through Three

Children in the 0-3 age group were usually referred to early intervention programs by parents, public health nurses, and physicians. If a child has not been evaluated or needs additional assessment, he/she was evaluated using norm-referenced measures, such as the Battelle Development Inventory and/or other appropriate instruments, depending on the child's age and needs. The Battelle is norm-referenced and yields standard scores as well as developmental age levels. It can be used to assess children between birth to 8 years and allows for longitudinal follow-up.

Each identified child was then given the CAMS Assessment in the five developmental areas. At least one parent of each child observed the

assessment process and participated in the development of an individualized plan for their child. Interpretation in languages other than English was provided during assessment when necessary. The parents then received training in the use of the CAMS materials.

The families were monitored weekly by phone calls and monthly during home or center visits. It was suggested to parents that they use the program for 20 minutes a day for five days a week. Additional coincidental teaching opportunities were identified and demonstrated for families to integrate intervention activities throughout the child's day. When parents or another family member were unable to provide daily programming for the child, local teenagers, foster grandparents, or volunteers were trained to visit the home and teach the child using the CAMS curriculum. Parents were contacted weekly by telephone by service coordinators to check on each individual child's progress and to answer any questions.

Staff Activities and Instructional Approach for Children Ages Three Through Five

Children in the three to five year age range were also referred to programs by parents, public health nurses, physicians, and teachers. If a child had not already been evaluated, a battery of tests was used to determine if a delay existed and if intervention was appropriate.

At least one parent of the child and the classroom teacher from the preschool participated in the assessment. The entire team, helped to determine which CAMS curriculum and other materials would be most functional for the child. The total initial process (assessment, interpretation, criterion testing, IEP writing, parental consent, and assigned responsibility) was usually completed in 90 to 120 minutes utilizing an interdisciplinary approach which included the parents. The project staff monitored each

classroom program, while the teacher took responsibility for monitoring the parents and/or the aides teaching the child. The need for additional site visits was determined jointly with the preschool teaching staff and was determined by the specific needs of the educational setting.

MAPPS Outreach Model

As an outreach project, MAPPS provided training and technical assistance in a manner that reflected its demonstration focus. Rather than using a "model-focused" format for training and technical assistance, our philosophy was to utilize a "program-focused" approach. As outreach staff attempted to "get into the lives" of teachers, we assisted them in identifying their priorities and concerns, as well as their resources. As a group we then outlined specific methods to promote areas of change.

Initially an individual statewide needs assessment was conducted in Utah, Idaho, and Wyoming. A training plan was developed for each state based upon their identified needs, that reflected each states timelines for the implementation of PL 99-457.

Technical Assistance Approach to MAPPS Outreach Sites

Technical assistance to replication sites was begun by contacting the directors of each program by phone to further explain the purpose of MAPPS Outreach and to set up initial visits. A MAPPS needs assessment was sent to each director for distribution and completion by teachers, teaching assistants and related service personnel when appropriate. The MAPPS staff summarized the data collected from the returned needs assessments and then identified the topics for training and technical assistance. A copy of the MAPPS Needs

Assessment is included in Appendix A. Examples of workshop handout can be found in Appendix E.

Similar to the field's sensitivity for empowering" families, MAPPS outreach staff attempted to be equally sensitive to the need for "empowering teachers." To continue the analogy, technical assistance personnel have a limited ability to "get into the lives of teachers." Outreach staff shifted their focus from an "expert model" to a "facilitator model" for providing technical assistance. Rather than acting as experts who know all the answers, outreach staff were able to meet the needs of teachers by working as facilitators to assist teachers in solving their own problems. By enabling teachers to choose **training** on a topic implied that the teacher wanted more information on a topic, whereas a request for **technical assistance** implied a need for help in applying technical information to the teacher's real life situation. By viewing teachers as capable of solving their own local challenges when provided with requested training and/or technical assistance, outreach personnel were more effective in impacting change long after the "brief case and the car door closes." The objectives for MAPPS Outreach activities during the final year of the grant follows.

MAPPS Project Objectives/Timeline for 1992-93

OBJECTIVE 1: Renegotiate training and technical assistance (T & TA) agreements with lead agencies in Utah, Idaho, and Wyoming.

Activities	Responsible Person	Time Line:Status
1) Determine continuing T and TA needs of state lead agencies.	Peterson State Agencies	Aug. 1,1991:Completed
2) Define range of activities to be provided.	Peterson Mitchell	Aug. 15,1991:Completed
3) Develop timeline for imple-	Peterson	Aug. 30, 1991:Completed

mentation of outreach activities.	State Agencies	

OBJECTIVE 2: Conduct state level training workshops in three states.

1) Identify training needs in 3 states	Peterson State agencies	Sept. 1, 1991:Completed
2) Design training using the learning package method	Peterson Lauritzen	One month prior to training:on-going
3) Identify training sites and notify participants	State agencies	to be determined: on-going
4) Schedule training	Peterson State agencies	by Oct. 1,1991:Completed
5) Conduct training workshops	MAPPS staff	Oct. 1990 to July 1991:on-going

OBJECTIVE 3: Provide technical assistance to 12 replication sites.

Activities	Responsible Person	Time Line:Status
1) Identify replication sites	Peterson	Sept. 1,1991:Completed State agencies
2) Develop technical assistance agreement with sites.	Lauritzen	Oct. 1, 1991:Completed
3) Schedule site visits	Mitchell/Hughes	by Oct. 1,1991:Completed
4) Conduct site visits	MAPPS staff	Sep.91 to Sep.92:on-going

OBJECTIVE 4: Conduct evaluation of project effectiveness.

1) Develop pre/post evaluations for participants for selected workshops	Lauritzen	On-going:in process
2) Evaluate training provided	Lauritzen Peterson	one month after workshops:on-going
3) Develop site objectives based on content of training workshops	staff	During training workshops
4) Collect data on accomplishment of training objectives at selected sites	Peterson	by July 1, 1992: to be completed

5) Analyze training and technical assistance effectiveness	Peterson/Hughes	Aug. 15,1992: to be completed
6) Develop report for states on technical assistance activities	MAPPS staff	June 30, 1991:to be completed

OBJECTIVE 5: Continue dissemination of MAPPS model and curriculum.

1) Conduct MAPPS awareness workshops upon request	MAPPS staff	on going
2) Distribute brochures and other MAPPS information upon request	Secretary	Sept. 1, 1991 to Sep. 30, 1992
3) Disseminate CAMS curriculum materials as ordered	Secretary	on going
4) Develop MAPPS news articles for national and four state special education publications	MAPPS staff	on going
5) Display MAPPS materials at national and state conferences	MAPPS staff	on going

EVALUATION FINDINGS

Following the identification of MAPPS outreach sites, a needs assessment (see Appendix A) was completed by the staff at each site. Outreach activities were then designed to address the needs for each site in a manor that was both user-friendly and cost effective. Both staff time and travel costs to many of the sites in rural Utah, Idaho, and Wyoming were expensive so we attempted to contain these costs as much as possible. During Year Two of the grant period, the state of Idaho contracted with MAPPS Outreach to provide technical assistance to twice as many sites during that school year (1991-92).

As part of these outreach activities, MAPPS staff evaluated its effectiveness through a variety of methods, including pre/post tests of formal training sessions, training satisfaction measures and teacher satisfaction with technical assistance.

During the funding period (1990-93), MAPPS shifted its outreach methods from an "expert model" to a "facilitator model," as described on p. 12. Staff at rural sites

tended to be few in number, so formal didactic training was inappropriate. Site visits generally took the form of selecting a general topic from the needs assessment which was reverified by telephone with the site director (frequently the classroom teacher), selecting and preparing appropriate handout materials on the topic, travelling to the site and conducting classroom observations with a focus on the identified needs, and then meeting with staff after school to discuss the observations, deliver the technical assistance and to answer questions.

In order to evaluate our effectiveness using this form of technical assistance, site staff were asked to evaluate MAPPS technical assistance approximately two weeks after each site visit because time was needed for staff to assimilate the information provided and to implement the agreed upon strategies in their classroom. Copies of these technical assistance evaluations are included in Appendix B. A more global measure of MAPPS technical assistance designed specifically for this final report. Copies of these evaluation measures are included in Appendix C.

It can be seen from a review of the technical assistance summary evaluation that the effectiveness of outreach services are overwhelmingly positive. Both state personnel and site preschool staff indicated that training and technical assistance provided by external consultants is less threatening and more beneficial than that provided by state office personnel. Continued EEPCD Outreach funding for training and technical assistance efforts is a necessary component for improving services to young children with disabilities and their families. Furthermore, because MAPPS targeted rural-remote communities, the outreach site preschool staff reported greater satisfaction in having assistance over a two to three year period.

PROJECT IMPACT

A major accomplishment during this grant period was the completion of the revised CAMS Program. CAMS is the early intervention assessment and curriculum designed during MAPPS' demonstration phase. Most of the original authors participated

in the revision and the final product is being distributed through Utah State University. Samples of the new CAMS Assessments, Developmental Charts and Curriculum Sheets are included in Appendix D. To advertise the revised CAMS on a national level, a letter was sent in July, 1993 to Part H and Part B directors and to National Diffusion Network State Facilitators in all 50 states, requesting mailing lists for agencies and individuals that might be interested in receiving special education and early childhood materials. A two-page flyer was prepared and approximately 3000 were mailed. By December, 1993, 472 orders were received during the six month period that followed the mass mailing and orders continue to be received.

FUTURE ACTIVITIES

Because MAPPS has been validated and revalidated by the U.S. Department of Education Program Effectiveness Panel, MAPPS continues to receive funding through the National Diffusion Network. This enables staff to conduct training in the MAPPS model and the CAMS Program in sites across the country that request this training. IN October 1992, MAPPS was asked to prepare and conduct a two-hour training to be videotaped in Kansas City, MO. this training was supported by the Kansas State Facilitator Project funded through the National Diffusion Network. Two one-hour segments of this program are scheduled for national satellite broadcast on March 16 and 23, 1994. Copies of this videotape have been sent to NDN state facilitators in all 50 states and is also available for purchase.

The revised CAMS Program will continue to be sold through direct marketing nationally. It is in its third printing with approximately 500 manuals printed to date.

APPENDICES

APPENDIX A
MAPPS Needs Assessment

MAPPS
MULTI-AGENCY PROJECT FOR PRE-SCHOOLERS

for infants & preschoolers with disabilities
Utah State University
Logan, Utah 84322-6581
(801) 750-3838

SURVEY OF PRESCHOOL STAFF NEEDS

Name:_____ Agency/School:_____

Position:_____ Date:_____

MAPPS is a comprehensive home and/or center-based model for serving infants and pre-school children with disabilities and their families and is working in the states of Utah, Idaho, and Wyoming during 1990-1993. MAPPS provides training and technical assistance to agencies to assist them in developing new services and in improving the quality of existing services for infants and preschoolers with disabilities. These services are tailored to meet local needs.

The topics listed below are considered to be components of model early childhood special education preschool programs. Please circle training or technical assistance for those areas in which you would like **training and/or technical assistance (TA).**

	Training?	TA?
The CAMS Curriculum: a structured curriculum in language, motor, cognitive, social, and self-help skills from birth to age five. CAMS is useful in teaching parents and aides to work with delayed infants and preschool children.	Training	TA
From Assessment to IEP to Programming: linking the key components of your pre-school into a smoother, coordinated process that focuses on child and family needs.	Training	TA
Classroom Behavior Management: we will focus on specific needs in your classroom and on specific children. Classroom arrangement and rules can help or hinder class-room independence and behavior.	Training	TA
Easing the Trauma of Transition: preschool transitions can be especially difficult for all involved -- we will look at several key issues and several transition points.	Training	TA
How to Keep Records Easily: IEP's, lesson plans, classroom schedules, data keeping-- EEK! We'll try to apply the K.I.S.S. principle.	Training	TA
Mainstreaming & Integration Strategies: less restrictive environments will be discussed and innovative ways to add or begin this process will be explored.	Training	TA
Family Involvement: your single greatest resource as a teacher is the child's family. Under-standing family differences will improve your effectiveness with families.	Training	TA
Improving Parent/Staff Relationships: Conflicts between staff and families can be emotionally draining. Learn to accept yourself and to get along with others.	Training	TA
Individualizing Instruction During Small Group Activities: programs must be linked to IEP's and we'll help you improve your ability to take better advantage of each "teaching moment."	Training	TA
IFSP/IEP's Made Easy and Useful: write your IFSP's/IEP's so that they are under-standable, functional and measurable.	Training	TA
Making the Most of Your Consultants and Volunteers: as a classroom teacher, you need to know that you're in charge.	Training	TA

Other needs/comments_____

_____

_____

funded by Early Education Programs for Children with Disabilities & National Diffusion Network

APPENDIX B
Examples of Training and Technical Assistance Evaluations

MAPPS WORKSHOP EVALUATION
Health and Relationships

Adrienne L. Peterson, M.S., R.P.T.
Daisy Hughes, M.S., R.N.
March 1, 1993 - Kamiah, Nez Perce,Orofino, ID
Number in attendance = 14

		LOW				HIGH	MEAN RATING
1.	I rate my degree of interest in the presentation topic as:	1	2	3	4	5	**4.4**
2.	I rate the degree to which the presentation topic correlates with my job activities as:	1	2	3	4	5	**4.6**
3.	I rate the value received from this presentation as:	1	2	3	4	5	**4.1**
4.	I rate the presenter's competency in the topic he/she presented as:	1	2	3	4	5	**4.6**

SELECTED COMMENTS

5. Specific points which were valuable or significant to me were (list at least two):

The presentation itself establishes the ways in which we are all similar & face similar stresses.
Bringing people together to focus on personal matters is always a plus.
It was wonderful to feel the "we" are important too. It sure is true - we can get lost in our need to help others. Workshop was very valuable. Thanks so much.
Ways to deal with opposite personalities.
Being a well person - physically and mentally.
Especially liked the videotape on stress reducing.
To learn how to deal with others that drive you crazy. To learn to take time for yourself!
Relaxation techniques. Self Profile (very interesting!).
Focus - cause of stress. Relaxing techniques and health.
That so many of us are similar. That the differences are assets no deficits.

6. This presentation would have been improved by (list at least two):

More discussion on ways personal stresses are having direct effect on you at work.
What to do when these things aren't working and you still have to face them daily in spite of it.
Working out conflicts.
Very good - thank you.
More opportunity to face nitty gritty.
Ending with a relaxation activity (maybe group meditation w/music).
Ways to improve personality conflict. (communication).

MAPPS WORKSHOP
Writing Functional IEP's

Adrienne L. Akers, M.S., R.P.T.
Daisy Hughes, M.S., R.N.
Greenshurst School, Nampa School District
September 25, 1992

		LOW				HIGH	MEAN RATING
1.	I rate my degree of interest in the presentation topic as:	1	2	3	4	5	**4.8**
2.	I rate the degree to which the presentation topic correlates with my job activities as:	1	2	3	4	5	**4.8**
3.	I rate the value received from this presentation as:	1	2	3	4	5	**5.0**
4.	I rate the presenter's competency in the topic he/she presented as:	1	2	3	4	5	**5.0**

5. Specific points which were valuable or significant to me were (list at least two):

Parental involvements, positive wording on strengths
Discussion of IEP's for better understanding
Defining what is functional and how we work with those goals
Parent involvement in goals
Having us use one of our own children and writing goals
How to write the IEP's in a functional manner

6. This presentation would have been improved by (list at least two):

To have the ladies observe all classes so we can have more individualized information

MAPPS WORKSHOP EVALUATION
Shoshone/Arapahoe Early Intervention Program

Adrienne L. Akers, M.S., R.P.T.
Daisy Hughes, M.S., R.N.
September 11, 1992

		LOW				HIGH	MEAN RATING
1.	I rate my degree of interest in the presentation topic as:	1	2	3	4	5	**3.6**
2.	I rate the degree to which the presentation topic correlates with my job activities as:	1	2	3	4	5	**4.4**
3.	I rate the value received from this presentation as:	1	2	3	4	5	**4.0**
4.	I rate the presenter's competency in the topic he/she presented as:	1	2	3	4	5	**4.2**

5. Specific points which were valuable or significant to me were (list at least two):

Help with IFSP and family interaction.
Developmental stage handouts.
Working with family handouts.
The CAMS guideline for everyone.
Functional goal/obj. planning.
Family centered planning process.
Helping put some terms in non-professional words.
Using the CAMS with teachers.

6. This presentation would have been improved by (list at least two):

More programs attended.
Parents or parent reps.
It was good.
Spend more time on CAMS scoring.
Practice writing outcomes.

MAPPS
MULTI-AGENCY PROJECT FOR PRE-SCHOOLERS

for infants & preschoolers with disabilities
Utah State University
Logan, Utah 84322-6581
(801) 750-3838

MAPPS TECHNICAL ASSISTANCE EVALUATION

Date: Nov. 9, 1992
Contact Person: Victoria Ingram District/Agency: Nyssen School Dist. 302
Area(s) of Consultation: _____ Phone: 937-2242 (208) Monday

Please respond to the statements below by rating them. Some statements may not be applicable to this particular technical assistance visit; please indicate these as "Not Applicable."

Agree = 4 Mildly Agree = 3 Mildly Disagree = 2 Disagree = 1 Not Applicable = 0

(4) 3 2 1 0	1.	The consultant listened to me and was sensitive to my needs.
(4) 3 2 1 0	2.	Meetings focused on problem identification and possible interventions for these problems.
NA 4 3 2 1 0	3.	Information was organized so that alternative approaches to problems could be identified.
(4) 3 2 1 0	4.	I felt that my ideas about possible solutions/interventions were valued.
(4) 3 2 1 0	5.	I expect the interventions suggested will be manageable in my classroom.
NA 4 3 2 1 0	6.	I liked having strategies for monitoring the effectiveness of my interventions.
(4) 3 2 1 0	7.	I expect the suggested interventions will produce positive change in my students.
(4) 3 2 1 0	8.	I learned some instructional/motivational options for working with students. (Please note below).
(4) 3 2 1 0	9.	I have more confidence in my ability to use similar strategies in the future.
(4) 3 2 1 0	10.	I would feel comfortable explaining the strategies that I used with other teachers in my school.

What part of the consultation was of particular value to you? I value the information that was sent as a result of our meeting about assessment + classroom environment + especially intervention ideas about Andrew R

What do you suggest to improve the quality of this technical assistance? None at this time - I enjoyed the team visit to my site + will look forward to their future visit.

funded by Early Education Programs for Children with Disabilities & National Diffusion Network

MAPPS
MULTI-AGENCY PROJECT FOR PRE-SCHOOLERS

for infants & preschoolers with disabilities
Utah State University
Logan, Utah 84322-6581
(801) 750-3838

MAPPS TECHNICAL ASSISTANCE EVALUATION

Date: Oct 2-3
Contact Person: Joyce Scott District/Agency: Idaho H+W Child Dev Ctr
Area(s) of Consultation: classroom / parent involvement Phone: 208 356 8016 (2016)

Please respond to the statements below by rating them. Some statements may not be applicable to this particular technical assistance visit; please indicate these as "Not Applicable."

Agree = 4 Mildly Agree = 3 Mildly Disagree = 2 Disagree = 1 Not Applicable = 0

(4) 3 2 1 0	1.	The consultant listened to me and was sensitive to my needs.
(4) 3 2 1 0	2.	Meetings focused on problem identification and possible interventions for these problems.
(4) 3 2 1 0	3.	Information was organized so that alternative approaches to problems could be identified.
(4) 3 2 1 0	4.	I felt that my ideas about possible solutions/interventions were valued.
4 (3) 2 1 0	5.	I expect the interventions suggested will be manageable in my classroom.
(4) 3 2 1 0	6.	I liked having strategies for monitoring the effectiveness of my interventions.
4 (3) 2 1 0	7.	I expect the suggested interventions will produce positive change in my students.
(4) 3 2 1 0	8.	I learned some instructional/motivational options for working with students. (Please note below).
(4) 3 2 1 0	9.	I have more confidence in my ability to use similar strategies in the future.
(4) 3 2 1 0	10.	I would feel comfortable explaining the strategies that I used with other teachers in my school.

What part of the consultation was of particular value to you? Problem solving re parent involvement Very extensive + helpful

What do you suggest to improve the quality of this technical assistance?

funded by Early Education Programs for Children with Disabilities & National Diffusion Network

APPENDIX C
Summary of MAPPS Technical Assistance Evaluation

SUMMARY OF

MAPPS TECHNICAL ASSISTANCE EVALUATION

DATE: _____

CONTACT PERSON: _____ **PHONE:** _____

AREA(s) OF CONSULTATION: _____

DISTRICT/AGENCY: _____

MAPPS' technical assistance was generally found on the topics below which were listed on the MAPPS Needs Assessment that you completed prior to our visits. Please indicate which topics were discussed as part of our joint efforts and then rate the usefulness as follows:

0 = Not applicable 1 = Not useful 2 3 4 = Very useful

		Mean Rating
0 1 2 3 4	**The CAMS Curriculum**: a structured curriculum in language, motor, cognitive, social, and self-help skills from birth to age give. CAMS is useful in teaching parents and aides to work with delayed infants and preschool children.	3.6
0 1 2 3 4	**From Assessment to IEP to Programming**: linking the key components of your preschool into a smoother, coordinated process that focuses on child and family needs.	3.6
0 1 2 3 4	**Classroom Behavior Management**: we will focus on specific needs in your classroom and on specific children. Classroom arrangement and rules can help or hinder classroom independence and behavior.	3.8
0 1 2 3 4	**Easing the Trauma of Transition**: preschool transitions can be especially difficult for all involved - we will look at several key issue and several transition points.	3.5
0 1 2 3 4	**How to Keep Records Easily**: IEP's, lesson plans, classroom schedules, data keeping-EEK! We'll try to apply the K.I.S.S. principle.	3.5
0 1 2 3 4	**Mainstreaming & Integration Strategies**: less restrictive environments will be discussed and innovative ways to add or begin this process will be explored.	3.9
0 1 2 3 4	**Family Involvement**: your single greatest resource as a teacher is the child's family. Understanding family differences will improve your effectiveness with families.	3.7
0 1 2 3 4	**Improving Parent/Staff Relationships**: conflicts between staff and families can be emotionally draining. Learn to accept yourself and to get along with others.	3.5
0 1 2 3 4	**Individualizing Instruction During Small Group Activities**: programs must be linked to IEP's and we'll help you improve your ability to take better advantage of each "teaching moment."	3.3
0 1 2 3 4	**IFSP/IEP's Made Easy and Useful**: write your IFSP's/IEP's so that they are understandable, functional and measurable.	3.6
0 1 2 3 4	**Making the Most of Your Consultants and Volunteers**: as a classroom teacher, you need to know that you're in charge.	4.0

Technical assistance was provided through a variety of methods. Please rate the effectiveness of the types of technical assistance you received using the same rating scale as above. Circle "not applicable" to any methods not used.

		Mean Rating
0 1 2 3 4	On-site contact	**3.8**
0 1 2 3 4	Follow-up correspondence	**3.6**
0 1 2 3 4	Phone contacts	**3.5**
0 1 2 3 4	Articles and handouts	**3.6**
0 1 2 3 4	Curriculum materials	**3.8**
0 1 2 3 4	Video tapes	**3.6**
0 1 2 3 4	Specific suggestions for individual children and families	**3.6**

Rate the items below 0 = NA 1= Disagree 2 3 4 = Agree

0 1 2 3 4	The consultants listened to me and were sensitive to my needs.	**3.8**
0 1 2 3 4	Visits focused on identifying problems and on possible solutions.	**3.8**
0 1 2 3 4	I felt that my ideas about possible solutions/interventions were valued.	**3.8**
0 1 2 3 4	The interventions suggested were manageable in our setting.	**3.7**
0 1 2 3 4	Strategies for monitoring the effectiveness of programming were useful.	**3.6**
0 1 2 3 4	The suggestions produced positive changes in our staff and students.	**3.7**
0 1 2 3 4	We learned instructional/motivational options for work with children/families.	**3.5**
0 1 2 3 4	I feel confident in explaining some of the strategies that I used with others.	**3.6**
0 1 2 3 4	Overall, MAPPS technical assistance was a benefit to our program.	**3.9**

What aspects of the consultation were of **particular value** to your program?_____

See attached for comments.

What do you suggest to improve the quality of this type of technical assistance in the future?____

See attached for comments.

Additional comments:_____

See attached for comments.

Summary of Comments for MAPPS Technical Assistance Evlauation

What aspects of the consultation were of particular value to your program?

- CAMS Curriculum.
- Language videos.
- Consultants were insightful! Physical therapy & positioning tips, suggested purchases, nutrition, feeding, etc.
- Having assistance tailored to our needs and to assist wit particular children.
- Extremely valuable to have consultants on-site and see our program.
- Consultants were sincere and gave excellent ideas for helping with our problems.
- Visits were very much appreciated.
- Assessment issues - specifically rating scales.
- Improving staff relations and helping with staff burn out.
- Access to consultants.
- Feeling of support and encouragement.
- Training in transitions to kindergarten.

What do you suggest to improve the quality of this type of technical assistance in the future?

- Continue to fund grants for such services.
- Send them again as soon as possible!!
- More time to ask question and discuss issues.
- Not so many evaluation forms - make them anonymous.

Additional comments:

- I can't say enough about the quality of professionals involved with MAPPS.
- Very valuable to our program - have seen many positive results!
- Visits intimidating. Felt as if they were searching for weaknesses in my program in stead of focusing on positive.
- This resource and people were more valuable than any through Idaho State Dept.
- Appreciated rotating of professionals, i.e. O.T., Speech, P.T.

APPENDIX D
Samples of Revised CAMS Assessments, Developmental Charts, Curriculum Sheets and Price List

MAPPS

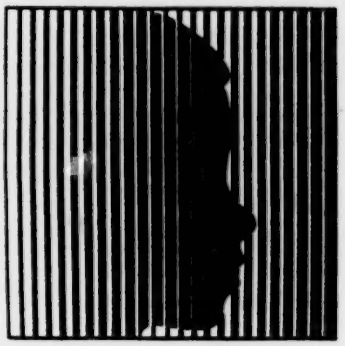
MULTI-AGENCY PROJECT FOR PRESCHOOLERS

announces the 1992 revision of. . .

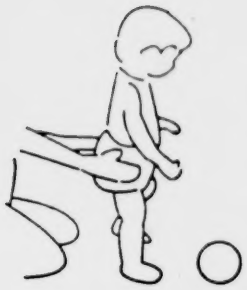
CAMS

Curriculum and Monitoring System

A Developmentally Based
Assessment and Intervention
Program for Infants and Preschoolers



funded by the National Diffusion Network and
Early Education Program for Children with Disabilities
Center for Persons with Disabilities at Utah State University, Logan, UT
•A University Affiliated Program•
(801)750-3158



THE REVISED CAMS PROGRAM

The **Curriculum and Monitoring System (CAMS)** is a developmentally based assessment and curriculum developed in response to the needs of young children with disabilities and their families. The **CAMS** Curriculum includes. . .

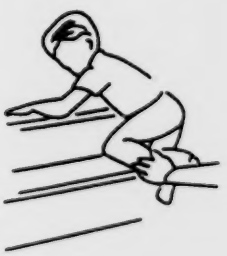
Cognitive Skills
Language Skills
Motor Skills
Self-Help Skills
Social Skills

CAMS covers skills normally learned from birth to five years of age. Each CAMS's manual contains: an assessment, IFSP/IEP suggestion and a developmental curriculum.

CAMS is designed to be a **tool** for teachers and parents, guiding them in individualizing a child's curriculum and monitoring the child's progress. The **CAMS** Programs enable the child study team to develop a child's program and helps them determine when to change the program. Because **CAMS** is a **tool**, it is meant to be flexible so that individualized adaptations can be made to accommodate:

- The educational philosophy of teachers and families.
- The child's cultural background, and
- The child's type and level of disability.

Originally designed to be used in a structured one-to-one style, **CAMS** now includes expansion ideas which make it adaptable to a wide variety of settings. Collaboration with each child's family in the planning and delivery of services in either a home or preschool setting is a component that is critical to the success of the program.



The Revised
CURRICULUM AND MONITORING SYSTEM (CAMS)

A Developmentally-Based Assessment and Intervention Program for Infants and Preschoolers

Quantity			Amount
_____	**Cognitive Program**	18.00	_____
_____	**Motor Program**	18.00	_____
_____	**Language & Social Skills Program**	18.00	_____
_____	**Self-Help Program**	18.00	_____
_____	**Complete CAMS Program**	**70.00**	_____

CAMS Scoring Sheets in Packets of 20

_____	Cognitive	5.00	_____
_____	Language	5.00	_____
_____	Social Skills	5.00	_____
_____	Motor	5.00	_____
_____	Self-Help	5.00	_____

_____ **CAMS Developmental Charts** ..... 10.00 _____
(includes all areas of development - 20 sets)

Add 10% - Shipping and handling ..... _____

TOTAL _____

Onsite training can also be arranged by contacting the address below.

MAPPS Project
Center for Persons with Disabilities
Utah State University
Logan, UT 84322-6580
(801)750-3158

Ship To:

Name: _____
Agency: _____
Address: _____
City/State/Zip: _____
Phone: ( ) _____

Check included: ☐ P.O. #: _____

CAMS COGNITIVE DEVELOPMENTAL CHART

AGE LEVEL	ASSESSMENT/CURRICULUM OBJECTIVE
0 to 6 months	1. The child attends to sounds. 2. The child moves eyes across the midline. 3. The child looks at hand for 3 seconds. 4. The child grasps a toy when touched on fingers. 5. The child brings hands to mouth. 6. The child swats at a dangling object. 7. The child explores toys by mouthing them. 8. The child reaches for an object. 9. The child makes eye contact with speaker.
7 to 12 months	10. The child transfers a block from one hand to the other. 11. The child removes a cloth from face. 12. The child looks in the direction of a dropped object. 13. The child imitates a simple motor action. 14. The child moves one object to obtain another. 15. The child imitates actions of others. 16. The child finds an object which has been removed from sight. 17. The child puts a small block into a cup. 18. The child dumps a block from a cup.
13 to 18 months	19. The child removes 3 pegs from a pegboard. 20. The child gives familiar objects to you on request. 21. The child places 2 pieces in a puzzle. 22. The child points to familiar people/objects at a distance. 23. The child uses one object to obtain another. 24. The child accepts limits and follows daily routines. 25. The child follows rules at home and at school. 26. The child uses toys and equipment appropriately. 27. The child shows interest in his surroundings.
19 to 24 months	28. The child places 5 pegs in a pegboard. 29. The child imitates simple motor and language models. 30. The child turns pages in a book one at a time. 31. The child stacks rings on a peg in order. 32. The child finds a hidden object. 33. The child uses an alternate route to reach an object. 34. The child touches several articles of clothing. 35. The child names familiar pictures. 36. The child matches simple sounds with pictures.
25 to 30 months	37. The child matches objects by color. 38. The child pushes and pulls objects. 39. The child imitates actions from memory. 40. The child matches objects by shape. 41. The child folds paper in imitation. 42. The child follows a two-part command. 43. The child demonstrates the concept of one. 44. The child indicates his age by showing the correct number of fingers. 45. The child matches objects by size.

CAMS LANGUAGE DEVELOPMENTAL CHART

AGE LEVEL	ASSESSMENT/CURRICULUM OBJECTIVE
0 to 6 months	1R. The child responds to sound. 2R. The child responds to vocal play. 3E. The child makes five different sounds.
6 to 12 months	4E. The child imitates sounds. 5E. The child responds with gestures. 6E. The child uses sounds and gestures to communicate.
12 to 18 months	7R. The child identifies body parts by pointing. 8R. The child identifies common objects by pointing. 9E. The child makes animal or motor sounds. 10R. The child follows simple directions.
18 to 24 months	11E. The child takes turns speaking. 12E. The child uses 30 words. 13R. The child identifies actions in pictures. 14R. The child identifies attributes in pictures. 15R. The child demonstrates an understanding of placement. 16R. The child identifies objects by their use. 17R. The child responds to yes and no questions. 18E. The child uses two words (adjectives and nouns). 19E. The child uses two words (prepositions and nouns). 20E. The child uses two words (possessives and nouns). 21E. The child uses two words (nouns and verbs). 22E. The child uses two words (verbs and objects). 23E. The child uses two words (articles and nouns).
25 to 36 months	24E. The child uses (I, he, she, it) is/are, and verb-ing. 25E. The child uses prepositions in phrases and short sentences. 26E. The child uses four words (article/noun/is/verb-ing). 27E. The child uses this, that, these, and those in three to seven word sentences. 28E. The child uses the conjunction "and." 29E. The child uses negatives and affirmatives.
36 to 48 months	30R. The child demonstrates knowledge of plurals. 31E. The child uses prepositions (with, for, to). 32E. The child uses pronouns (somebody, something, someone). 33E. The child uses plurals (s, es, z) appropriately. 34E. The child combines words with gestures using finger plays and songs. 35R. The child compares sizes. 36R. The child identifies opposites. 37E. The child uses please and thank you. 38E. The child asks "wh" questions (what, who, where). 39R. The child follows three related requests.
48 to 60 months	40E. The child dramatizes stories/events using gestures and facial expressions. 41R. The child discriminates between same and different. 42E. The child describes three characteristics. 43E. The child uses conjunctions (but, or, because, so). 44E. The child participates in conversation. 45E. The child uses if, than, will, or can to negotiate.

CAMS MOTOR DEVELOPMENTAL CHART
(Continued)

AGE LEVEL	GROSS MOTOR SKILLS	FINE MOTOR SKILLS
19 to 24 months	58. Walks down 5 steps with one hand held and one hand on the handrail. 62. Walks up 5 steps holding the handrail with one hand. 63. Runs 10 steps. 65. Walks down 5 steps holding the handrail with one hand.	57. Builds a tower of 5 blocks. 59. Turns the pages of a book one at a time. 60. Taps a ball with toe. 61. Draws a vertical line when shown how. 64. Aligns 2 blocks (makes a train) when shown how. 66. Turns a doorknob to open a door. 67. Throws a ball overhand.
25 to 26 months	69. Walks on his tiptoes for 5 steps. 72. Jumps in place with both feet. 73. Stands on one leg with assistance. 74. Walks between two parallel lines which are 8-inches apart. 75. Leaps from 18 inches. 76. Walks up 5 steps holding a handrail with one hand and alternating his feet. 79. Rides a tricycle by pushing the pedals. 80. Walks a straight line for 10 feet. 82. Jumps off a 9-inch platform with both feet.	68. Draws a circle when shown how. 70. Builds a tower of 8 blocks. 71. Strings 3 large beads. 77. Draws a horizontal line when shown how. 78. Catches a large ball with arms straight. 81. Builds a bridge with blocks when shown how. 83. Uses scissors to cut paper 6 inches wide. 84. Pours from a pitcher.
37 to 48 months	85. Stands on one leg for one second. 86. Walks five feet on a 4-inch balance beam. 87. Gallops for 5 feet (skips lame-duck fashion). 88. Stands on one leg for 5 seconds. 89. Jumps down 28 inches with feet together. 90. Broad jumps 9 inches. 91. Hops 5 times with assistance.	92. Draws a cross when shown how. 93. Copies a circle.
49 to 60 months	94. Hops forward 5 times. 98. Skips at least 10 feet.	95. Draws a square when shown how. 96. Draws a right downward diagonal when shown how. 97. Draws a left downward diagonal when shown how.

CAMS SOCIAL SKILLS DEVELOPMENTAL CHART

AGE LEVEL	ASSESSMENT/CURRICULUM OBJECTIVE
0 to 6 months	1. The child responds to a person. 2. The child responds negatively by crying. 3. The child responds positively by smiling and cooing. 4. The child is aware of own hands and objects placed in them.
7 to 12 months	5. The child discriminates between parents and strangers. 6. The child responds to his image in the mirror. 7. The child entertains self for short periods of time. 8. The child offers and releases objects to others. 9. The child plays with adults in simple games. 10. The child begins to explore.
12 to 24 months	11. The child understands the meaning of no. 12. The child plays in the presence of other children. 13. The child tolerates the absence of parents. 14. The child says own name and uses the names of others. 15. The child greets children and adults. 16. The child communicates at least four emotions. 17. The child listens quietly to stories of five to 10 minutes. 18. The child demonstrates knowledge of gender. 19. The child makes choices. 20. The child approaches and responds to other children. 21. The child follows directions.
25 to 36 months	22. The child sits still and attends to group activities. 23. The child cooperates with another child. 24. The child accepts limits and follows daily routines. 25. The child follows rules at home and at school. 26. The child uses toys and equipment appropriately. 27. The child shows interest in his surroundings. 28. The child shares with others.
36 to 48 months	29. The child demonstrates independent behavior.. 30. The child respects the rights of others and self. 31. The child plays with other children. 32. The child begins to show courteous and cooperative social behavior. 33. The child cooperates within the family. 34. The child acknowledges his own accomplishments.
48 to 60 months	35. The child uses imagination in play. 36. The child usually accepts direction and authority. 37. The child asks for help when having difficulties. 38. The child demonstrates the ability to take turns in a group. 39. The child demonstrates the ability to handle frustraition. 40. The child is able to complete projects. 41. The child points out differences between self and others. 42. The child has favorite friends. 43. The child begins to follow rules in simple games. 44. The child demonstrates appropriate eating habits.

CAMS Cognitive Program

Objective No. 20-THE CHILD GIVES FAMILIAR OBJECTS TO YOU ON REQUEST

Student's Name _____ **Starting Date** _____ **Ending Date** _____

Materials: A few familiar toys and objects

Step 1: THE CHILD GIVES YOU AN OBJECT WITH ASSISTANCE.

Method: Sit by the child. Give a small toy to her to play with. After several seconds, say, "Give me the toy," while helping the child to place it in your hand. Praise the child for giving the toy to you.

Criterion: 4 correct out of 5 trials.

Date	Trials 1 2 3 4 5 6 7 8 9 10	# correct / # trials

Step 2: THE CHILD GIVES A BLOCK TO YOU WHEN ASKED.

Method: Sit by the child and give her a block to play with. Then say, "Give me the block." Praise the child for giving the block to you. If he responds incorrectly, help her to give you the block.

Criterion: 4 correct out of 5 trials.

Date	Trials 1 2 3 4 5 6 7	# correct / # trials

Sample Copy

Step 3: THE CHILD GIVES A DOLL TO YOU WHEN ASKED.

Method: Seat the child and give her a small doll and encourage her to play with it. Repeat the name "doll" several times to familiarize her with it. After a short time, ask her to give the doll to you. Praise the child if she gives the doll to you.

Criterion: 4 correct out of 5 trials.

Date	Trials 1 2 3 4 5 6 7 8 9 10	# correct / # trials

Use requests in a functional way during the day. For example, ask the child to give you:

1) their empty cup to refill.
2) their shoe/coat so you can put it on them.
3) a toy they need help with.

Take turns giving and receiving objects.

How to Incorpcrate CAMS Objectives in Unit Theme

Unit Theme: Transportation

The following chart shows a schedule of classroom activities that have been planned around a typical unit theme. The right hand column illustrates how CAMS objectives can be blended into regular classroom activities.

Classroom Activity	Monday	Tuesday	Wednesday	Thursday	Friday	Related CAMS Objectives
CIRCLE TIME	Calendar Weather Helpers Intro to daily topic FEET	(Same) BUS/CAR	(Same) TRAIN	(Same) BOAT	(Same) AIRPLANE	Language E 21 R 13, 23 Social 19 Social 23
Music	Dancing Man	Wheels on the bus	The train	Row, Row your boat	Did you ever see an airplane	Social 38
Language	I would walk to..... Story	Transportation Picture cards	(Same)	(Same)	Build on story	Language 12 Social 19,22
CENTERS Art	Foot prints	Wheel paint tracks	Shoe box trains	Egg carton boats	Decorate paper planes	Motor F92 Motor F95
Manipulative	Matching shoes	Transportation puzzles	Bright Blocks	Sorting boats	Snap blocks	Motor F70 Cognitive 61, 62,71
Blocks	Large hollow blocks climbing	Road map, cars, trucks, signs	Train set	Build a boat	Make an airport	Motor F70 Social 39, 27
Dramatic Play	Shoe Store	Transportation Uniforms	(Same)	(Same)	(Same)	Self-Help D34, D37, D40, D43 Social 35
Math	Counting feet	How many wheels?	Sequence number train	Matching shapes	Sorting size of planes	Cognitive 66,54 Language 25 Social 38
Science	Compare types of feet	Testing shapes for wheels	Push/pull experiments	Sink/float experiments	Parachutes	Cognitive 38, 53 Social 38
Quiet/Library	The Foot Book	Cars, Trucks, Things That Go	Little Toot	Humphrey's Bear	Flying High	Social 31 Motor F59
Fine Motor	Trace shoes	Cut circles	Tracing stencils	Glue shapes to make boat	Fold paper airplanes	Motor F83, F93 Cognitive 41
SNACK	Toe Jam Sandwiches	Rounds - crackers, carrots, cucumber	Cheese/ cracker trains	Celery boats	Peanuts, apple juice	Self-Help F19, F22, F 25 Social 37
OUTSIDE PLAY Large Motor	Walk around block	Pretend car/ truck on playground	People train obstacle course	Row boat on playground	Airplane stop and go	Motor G74, G80, G82 Social 31, 39
CLOSING	Debriel on days activities coats	(Same)	(Same)	(Same)	(Same)	Language 22, 30 Self-Help 38, 53

APPENDIX E
Sample Workshop Handout

MAPPS SITE VISIT

Vernal, UT
October 16, 17, 1991

Family Involvement and Home Visits

I. Introduction

II. Family Involvement Is. . .

III. Principles of Family Involvement

IV. Practical Aspects of Family Involvement

V. Develop a Local Plan to Improve Family Involvement

Presenters:
Adrienne L. Peterson, M.S., R.P.T.
Vonda Lauritzen, M.S.

PRINCIPLES OF FAMILY INVOLVEMENT

1. The family is the best, most committed long-term advocate for the child.

2. Professionals can learn to work effectively within the family system.

3. The emotional reactions of families of individuals with severe handicaps are normal, necessary, and protective reactions.

4. Families are capable of solving their own problems; their solutions may not be "our" solutions, but may be more effective for a particular family than are our solutions.

5. The progress and/or needs of the son or daughter with handicaps may not be the most important issue for a family at a given time.

6. There is no such thing as a family that cannot be actively and productively involved in the educational process of a son or daughter with handicaps.

7. Families have information about their son or daughter with handicaps that is critical to the development of a sound educational program for the child.

Tips for Motivating Parents to Participate in Programs

* Know parents' needs and interests. . .ask them directly!

* Know parents' schedules. . .when are they available to attend meetings or workshops?

* Plan parent activities around needs and interests that parents' identify. . .not what teachers think parents need!

* Whenever possible, include parents in the planning process.

* Be sure to involve parents on their own ability level. . .don't expect too much or too little of parents.

* When presenting workshops, avoid lectures. . .adults, just like children, learn best by **doing**. Some parents might feel more comfortable attending programs when they can construct something or do something with their hands.

* If possible, have familiar staff members present so parents will have someone at the workshop that they know. If this is not possible, try to hook parents up together beforehand so that there is a familiar face there.

* Be careful of how often workshops are scheduled. . .find out from parents how often they are able or willing to attend meetings.

PARENT GROUP ACTIVITIES

Types of Parent Group Activities

I. Parent Educational Activities

General Parent Education

* Provides information and child rearing advice covering a wide range of topics (such as, nutrition, playing with children, health issues).

* The purpose is to inform or educate parents in order to enhance child development.

* The focus of topics generally depends on the sponsoring agency (i.e., mental health versus school settings).

Parent Training

* The purpose is to provide the parent with specific skills or training that are fairly detailed.

  - - parent might have a child with a disability that needs training on handling, feeding or medical procedures

  - - parent might need specific training in enhancement of language

* Parent training programs are more focused and formal than general parent education programs.

  - - they contain specific goals and objectives, as well as activities to accomplish goals and objectives

  - - the specificity of the program differentiates it from general parent education

By Laurie Dinnebeil, 1991 Utah Preschool Conference

* can utilize guest speakers, printed or video material, but the purpose is to stimulate discussion, rather than to provide information.

Both groups can be facilitated by either a staff member or a parent. The format of either group can be either loosely or tightly structured.

It is important to define and structure parent support groups based on parents' reported needs and interests.

III. <u>Family Group Activities</u>

Social activities for families:

* promote social contacts between parents to increase social support as well as a sense of identity.

* should be planned around identified interests of families.

* should include parent participation in planning and implementing the activity.

* are attractive to many families who would not otherwise attend school activities.

  - - By including children, parents have a natural link to each other; many parents who wouldn't otherwise have anything in common feel comfortable together because they are participating with their children.

  - - Parents who may feel guilty about leaving their children at home to attend educational or support groups will be more likely to attend when their family is invited.

  - - By including parents and children together, parents are able to see how other families interact, for instance, how other parents discipline their children.

PARENT INTEREST SURVEY

Name: _____ Child's Name: _____

Address: _____

Home Phone: _____ Work Phone: _____

Would you be interested in helping at school? O yes O no

How much time would you like to contribute?

O 1 hour a week
O 2-3 hours a few times a year
O 2 hours a month
O other_____

Would you like to work in the classroom? O yes O no

Which activities would you like to do?

O Work with children (academic or language concepts, motorskills, self help)
O Special Projects (art, cooking, sewing)
O Help with bulletin boards
O Help with making teaching materials

Would you be interested in work outside of the classroom? O yes O no

O Cut letters and materials out
O Bake for special occasions
O Chaperone special trips or events
O Make phone calls at home
O Record stories on tapes
O Make teaching materials
O Help keep records
O Work in the library
O Babysit during conferences
O Organize parties or field trips
O Other

HOW PARENTS CAN HELP WITH LEARNING ACTIVITIES

1. HAVE A CONSISTENT TIME AND PLACE

   - If you are not available, a grandparent or older brother or sister could do the learning activity.
   - Learning activities include help with academic skills , colors, numbers, games, self help skills, or play.

2. PARTICIPATE TO HELP BREAK UP THE ACTIVITY

   - Take turns during the activity. For example, you could take a turn as well as the child.
   - Help relieve a child's frustration by being sure the task is not too hard, or long, and by praising attempts.
   - One important key is your participation and example.
   - Even if the session is going well, don't push beyond goal or time limit. The next session can gradually be lengthened.

3. USE THE SAME CORRECTION RESPONSE

   - This avoids outbursts of anger or derogatory remarks. For example, you might say, "Almost", "Good try", or "That is not appropriate" when the child doesn't get the answer right, instead of "You're wrong again."
   - Don't moralize - "Why can't you always be like this?" or "You knew this yesterday, why not today?"

4. THE GOAL SHOULD BE UNDERSTOOD

   - How many problems to be done. How many numbers repeated. How many colors to be learned. The child needs to understand when he or she reaches a goal.

5. PROVIDE REINFORCEMENT

   - Mark it on a chart.
   - Write it on the calendar.
   - Write out a reward card.
   - Points to accumulate for a special reward.

6. IMPORTANT THINGS TO REMEMBER

   - Praise immediately after the child has done something right.
   - Keep the session short.
   - Don't plan activities which are too difficult.
   - Don't get angry or name call. Keep it pleasant, something you both can enjoy.
   - Make this help a part of the daily routine.
   - Conclude with a reward.

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